

INTERNALIZATION OF RELIGIOUS TOLERANCE ATTITUDES IN REALIZING P5PPRA AT ELEMENTARY SCHOOL LEVEL

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Abstract

The purpose of devotion to public describe internalization attitude tolerance religious in implementing P5PPRA in the curriculum independent level school basic. With methodology study in the form of Participation Action Research (PAR) is A approach research involving participation active from the participants in all over stages research, start from formulation problems, planning, implementation, to taking decisions and actions continued. Research This conducted at SDN 28/IV Jambi City. The results of study This is that the community service program This No only give benefit direct to school basic, but also strengthens connection between college high and society. With share knowledge and experience, lecturer play a role as agent changes that occur to make smart life nation, started from generation young at the level basis. The result of activity This expected create impact term long in the form of improvement quality education and character more students good. And hope Finally is formation generation tolerant, inclusive and capable young people life peace in the middle diversity, in line with Pancasila values and Rahmatan Education little world.

Keywords: Tolerance Religion, P5PPRA, Elementary School

INTRODUCTION

Indonesia is a country inhabited by diverse people. ethnicity, tribe, ethics, culture, beliefs, religion, language and languages that are not There is the match with other countries (Purwanto et al., 2019; Suntana et al., 2023; Usman et al., 2022) . In general mathematical amount resident from tribe, language trust local in Indonesia reaches hundreds even thousands (Dimiyati et al., 2021) . In addition, Indonesia is also a country with majority resident muslim, and nicknamed as a country that has population Muslim the most in the world. So from Indonesia is the country that is most often highlighted especially about moderation religious (Yani et al., 2022) .

Tolerance Alone interpreted as attitude southeast race Good That appreciate, can allow or let go) beliefs, behavior, opinions, habits and so on that exist within oneself someone who is different (Hasan, 2019; Mimin, 2023; Putri & Nurmal, 2022) . Tolerance is also interpreted as as compared to sublime with fundamental teachings include love love, wisdom, benefit and justice. The purpose of education tolerance at school especially school base This It is expected that the students always have a view positive, namely to plant attitude tolerance from the differences that exist between One with others towards existence race minority (Abdul Azis and Khoirul Anam, 2021; Ramadhan, 2021) . The existence of tolerance is mark base in build and strengthen cohesion social community. Planting tolerance This need Lots mix hand party, no except institution formal and informal education. Involvement from institution education This influential in formation generation mindset upcoming. School is place For participant educate accepting the good and the bad reception This give traces to real life (Huda et al., 2021).

History of moderation Indonesian religion is very long and has embedded in life society. It is very important For understand moderation religious in a way conceptual in order to be able to understand and comprehend method moderate religion impact on culture, religion and customs diverse customs in Indonesia. Moderation religious push development values humanistic and tolerant religion, which is base main For support unity a diverse nation This (Fahri, mohammad, 2022). Diversity nation and state assisted by understanding about values egalitarian, humanist and tolerant religion. The purpose of education national is For to form a completely individual capable For become a faithful and devout individual to God Almighty, have morals noble, healthy, knowledgeable, capable, independent, and become democratic and responsible citizens answer (Geertz, 1960; Thoyib, 2016) .

Moderation religious own similarity with objective education national, with put forward towards various beliefs, morals and upholding tall diversity as well as tolerance with salling value as well as each other respect between One with others in a harmonious, diverse life. This also leads to the goal from education national, including curriculum independent (Noviani & Yanuarti, 2023) . As we know know that curriculum in Indonesia often experiences changes and revisions, including the 2013 curriculum which is currently That experience changes in 2018 to 2013 curriculum revision. Changed return become curriculum emergency moment there is covid-19 which has hit Suru corners of the world, then perfected return become curriculum independence, which is when This schools Already implement it.

One of implementation from curriculum independent is with the existence of the P5 program (Project Strengthening Profile Pancasila Students) then done modification become P5PPRA (Project Strengthening Profile Pancasila Student Rahmatan Lil'Alamin). According to the P5PPRA Development Guidelines compiled by the Director General English Ministry of Religion Republic of Indonesia, hoping for red quick implement this program in accordance with characteristics from each madrasah. The aim is to foster character students who can adapt with development of the times. Profile Students of Pancasila and Rahmatan lil Alamin is students who act, think and behave with a way that reflects universal values in the basis of the Pancasila State and upholding tolerance For reach unity and oneness Through this P5PPRA program expected can formed values profile Pancasila on character participant educate Beside The P5PPRA also aims for students capable play a role active in the middle society as a moderate figure, useful in the midst life society and have contribution active in guard integrity and glory of the state and nation Indonesia (Ministry of Education and Culture Center, 2021) .

Based on from phenomenon problems that have been explained above, then writer will conclude with to study his article is composed with title "Moderation" Religion: internalization attitude tolerance religious in implementing P5PPRA in the curriculum independent level school base " .

IMPLEMENTATION METHOD

Participation Action Research (PAR) is A approach research involving participation active from the participants in all over stages research, start from formulation problems, planning, implementation, to taking decisions and actions advanced (Faisal, 1982) .

In PAR, researchers and participants Work The same in identify problem or the issue that you want to researched, designed plan research, collect data, analyze results, and take appropriate action with results study (O'Neill et al., 2023) . PAR aims For empowering participants and create change positive social through research that is of a nature collaborative and participatory (Gashi et al., 2023) .

In context development community, PAR often used For overcome problems social like poverty, injustice and inequality access to source power. With involving participant in a way

active in the research process, it is expected the resulting solution can more effective and relevant with needs and expectations community involved (Faisal, 1982) .

A number of things to do done through devotion public with title Moderation Religion: Internalization Attitude Tolerance Religion in Realizing P5PPRA in the Independent Curriculum at School Level Base:

1. Counseling: Community service team can give counseling about importance mark moderation religion and tolerance in society to the teacher how they can support socialization values in the environment around.
2. Symposium: Community Service Team give mandate to the teachers in conveying P5PPRA in the curriculum independent level school basic, with objective convey message values moderation religion and tolerance to public.
3. Discussion group: Presenter team can stage discussion group with students and parents students, as well as surrounding community school, for discuss problem tolerance and moderation religion and way overcome it in implementing P5PPRA in the curriculum independent level school base.
4. Distribution material educational: Community Service Team can make material educative in form brochures, posters and short videos about values moderation religion and tolerance, as well as share material in the community area around school.

Study about moderation religion at the level school base is important topics in context education, in particular in effort build tolerant and inclusive understanding to religious diversity. Subject study is object the main thing that becomes focus in A research. Selection subject research is very important Because will determine direction, method, and results research. Subject study can varies depending on the field and purpose research. The subject study This namely student students and teachers at SDN 28/IV Jambi City. This SDN 28/IV Jambi City became choice researcher in study This. Research This Can identify challenges faced by teachers and schools in teach moderation religion, including limitations source power, time, or resistance from environment school or public about. Topics This Can customized with context local, for example with see religious diversity in the environment certain, policies government about education moderation religious, or influence socio-cultural to reception values moderation by students.

Duration implementation of Participatory Action Research (PAR) in context moderation religion varies greatly depends on several things factor, if study intended For intervention term short, PAR can in progress during a number of month. However, for change a more positive attitude deep related moderation religion, research Can eat time yearly. In a more complex or with large population, PAR can need more Lots time, especially If involving different communities in moderation religious. Because PAR involves participation active from community, time required depends on how much fast community can involved in a way active, building trust, and produce solution together. So that in need study This researcher need period time 3 to 7 weeks. This process involving planning, action, observation, and reflection repetitive, which allows researchers and participants together analyze and adjust step intervention.

Following is plan activity moderation religion: internalization attitude tolerance religious in implementing P5PPRA in the curriculum independent level school base:

1. Introduction: Giving introduction about activity training and objectives from training.
2. Educational Material: Internalization attitude tolerance religious in implementing P5PPRA in the curriculum independent level school basic. This is in frame to plant values moderation religion and tolerance, such as each other respect, mutual understand, and each other accept difference.

3. Discussion: Giving chance for student For give question about material that has been presented and discussed experience personal related theme tolerance.
4. Tolerance Training: Conduct exercise together designed For increase skills tolerance students and strengthen connection between student.
5. Evaluation: Determine how far students understand material that has been presented and improved ability they in matter tolerance and moderation religious.
6. Action Next: Giving student with source Power addition like literature and materials reading about tolerance and moderation religious For support the learning process they.
7. Closing: Giving response come back to student about training and providing opportunity for student For provide suggestions and input For activity similar in the future.

RESULTS AND DISCUSSION

Internalization attitude tolerance at the level school elementary school (SD) in Independent Curriculum is a process of formation values, attitudes, and behavior respectful students differences in religion and belief in life everyday. Tolerance religious This become part important from Strengthening Profile Pancasila Students and Rahmatan Education lil 'Alamin (P5PPRA), which aims to create generation young Indonesians with character, integrity and inclusiveness (Jamaludin et al., 2022) .

Through Independent Curriculum, development attitude tolerance religious integrated to in various activity learning, both in or outside class. The teacher does not only give material learning in a way textual, but also creates atmosphere learning that drives student For understand, appreciate, and work The same with his friends who have background different religious backgrounds. This is in line with principle *student centered learning* in Independent Curriculum, which places student as subject active in formation values nationality (Tishana et al., 2023).

In a school basic, activities tolerance religious started from things simple close with daily life students. For example, teachers encourage student For each other honor friends who perform worship, such as give chance to Muslim students for prayer, or honor Christian students praying before eat. The teacher also integrates tolerance This in lesson thematic. For example, in theme "Togetherness in Society," students invited discuss about importance honor difference belief through stories inspiring.

Project based on P5PPRA, such as " Project Culture and Diversity," is also applied. In the project this, students together make mini exhibition about religions in Indonesia, where each group presenting uniqueness and teachings about kindness from a particular religion. This process build empathy, growing awareness will pluralism, and instill the values of Pancasila, in particular please first and third (Rahma et al., 2023).

Not only in space class, practice tolerance is also carried out through non- academic activities like celebration day big religion in schools, where students from various religions work The same prepare the event. This is practice they For understand difference as wealth that must be respected, not as barrier. Through this strategy, schools base can build attitude inclusive to students since early. With consistent internalization, attitude tolerance religious No only become part from learning, but also becoming the character inherent in Pancasila students who respect diversity and bringing grace for fellow.

Embedding moderation religious in P5PPRA is very important For to form generation Pancasila students who are tolerant, inclusive and respectful diversity. With approach this, students taught For life harmony in the middle a pluralistic society and become agent changes that maintain peace as well as integrity nation. Moderation religious No only relevant For context local, but also for equip generation young face global challenges in the future

(Inayatillah et al., 2024).

Internalization Attitude Tolerance Religious in Realizing P5PPRA at Elementary School Level

Based on the facts said on the occasion This through implementation of the Tri Dharma of Higher Education, lecturers own not quite enough answer For to devote science and knowledge to society. One of the form concrete devotion the is to weave Work The same with school elementary school (SD). Community service program This aiming For increase quality education at the level base at a time support development character and ability students, teachers, and community school. Devotion to the community regarding moderation religious done for respond call Ministry of Religion of the Republic of Indonesia in frame make students understand educated specifically level age base For capable understand moderation religious.

SDN 28/IV Jambi City was selected as school base For internalization moderation religious based on factors diversity, support school, potential impact positive, challenge local, and readiness For become example for others. With approach This is an internalization program moderation religious No only give benefit direct to selected schools, but also contribute to the creation of a tolerant and harmonious society in the future. Representing all over level age Elementary School 28/IV Jambi City welcomes warm our arrival as PKM team from UIN Sulthan Thaha Saifuddin Jambi, this is to signify that support school from SDN 28/IV Jambi City towards moderation religion is very positive. This is in line with greeting represented by the head school ma'am Yuniarti, M.Pd as following:

"On behalf of family big school This is me want to to pronounce appreciation as high as possible to team socialization that has been presenting external programs normal This. Socialization moderation religion is very relevant and important For We all, especially in the environment school, as one of the place main formation character generation young. As a school that upholds tall the values of Pancasila and diversity, our school is aware that moderation religious No only question understand belief personal, but also about build awareness together that difference is part from riches a nation that must We care. Through moderation religious, we taught For honor differences, upholding tall values tolerance, and prevent all form discrimination and also extremism. Moving forward, we are committed For make moderation religious as an integral part of learning and life school everyday. We will ensure that every inhabitant school, good student and teachers, can implement values This in attitudes, behavior, and interactions them." (*Greetings*) *Head of SDN 28/IV Jambi City*).



Figure 1. Welcome Head School at SDN 28/IV Jambi City

Embedding moderation religious in P5PPRA it is important Because become foundation For create generation tolerant, respectful young people differences, and able to life harmonious in diverse society (Ilham & Ridha, 2025) . With moderation religious, students No only understand his religion yourself, but also understand and respect existence of other religions. Attitude This ensure diversity still become strength nation, not source conflict, at the same time support creation life peaceful and civilized society. This is also reinforced by the response Our interview with one of the teachers at SDN 28/IV Jambi City who said as following:

“We believe that activity This No only will give better understanding deep to teachers and students, but also to become step real in create environment harmonious and peaceful learning. Values moderation that we plant to children day This will become supplies they For become generation Pancasila students who have character, are tolerant and ready live in the middle diversity Indonesian society.” (Interview with one of the teachers at SDN 28/IV Jambi City).

Next is the PKM UIN Sulthan Team Thaha Saifuddin Jambi implemented a program with the theme " Implementation of Moderation Values " Religion in Elementary School " This program done through activities interactive involving students, teachers, and devices school. Plan activity moderation religious practices that are carried out consists of from introduction, material education, discussion, training tolerance, evaluation, action continued, and closing. As for the results the analysis as following:

1. Introduction

Give introduction about activity training and objectives from training. Which is the activity carried out at school designed For build awareness, attitude, and behavior moderate in religious since age early. Through socialization, discussion, project collaboration, and activities daily, school become conducive place For to plant values tolerance and harmony in diversity. Activities This expected can create generation young people who respect difference and able life peace in pluralistic society.



Figure 2. Introduction and opening of the implementation program mark moderation religious

Activity This intended For equip teachers with strategies for integrating mark moderation religious to in learning. This program includes: how to enter mark moderation in various eye lessons, techniques manage inclusive and harmonious class and resolution conflict in a way wise in the environment school. Socialization started with give understanding to students, teachers, and staff school about draft moderation religious. The material presented includes: the importance of attitude moderate in religion, way honor

diversity belief in the environment schools and universal values such as tolerance, love darling, and live harmonious.

2. Educational Materials

Internalization attitude tolerance religious in implementing P5PPRA in the curriculum independent level school basic. This is in frame to plant values moderation religion and tolerance, such as each other respect, mutual understand, and each other accept Differences. Moderation material religious in P5PPRA it was found from combination scripture source, guide government, literature academic, practice local, and digital media. With diverse and reliable sources, materials This can customized with need school, so that values moderation can applied in a way effective and relevant.



Figure 3. Material regarding moderation religion: Internalization Tolerance in P5PPRA

3. Discussion

Give chance for teachers to give question about material that has been presented and discussed experience personal related theme tolerance. In the discussion This is the TEAM and the teachers doing ask answer interactive, one of the summarized questions is:

“What should we do? If There is student or parents who show attitude not enough tolerant to religious differences in schools?”

Question This reflect that not enough tolerant No only happen to participant educate just but adults here also take important rights. Influence environment family especially parents or member family that shows attitude exclusive or negative to other groups can So trigger a child not enough tolerant. And not existence discussion or example real about importance tolerance in life daily child child as well as lack of knowledge about religion, culture, or different traditions are also one of them factor important. In fact pattern lack of education emphasize tolerance will impact not enough good in the existing harmony surrounding (Djollong & Akbar, 2019) .

It's good challenge like This must responded to with a wise approach, including:

- Education since early about diversity through story, game, or activities involving collaboration cross culture.
- Give example real from parents, teachers, and the environment closest about importance attitude tolerance.
- Increase interaction between group through activity together, like Work group, project art, or celebration culture interfaith.
- Media assistance for ensure children understand information with the right and unbiased way.

- e. Integrate values tolerance to in learning in schools, especially through theme diversity in Independent Curriculum.

So from that P5PPRA becomes important applied even internalized to in every inhabitant school.

4. Tolerance Exercise

Stage exercise together designed For increase skills teacher tolerance with hope can strengthen connection between student in the future. One of selected theme from 7 available themes in P5PPRA (Ariyanti et al., 2024) is theme “Sustainable Lifestyle”. Here material exercise tolerance conveyed:

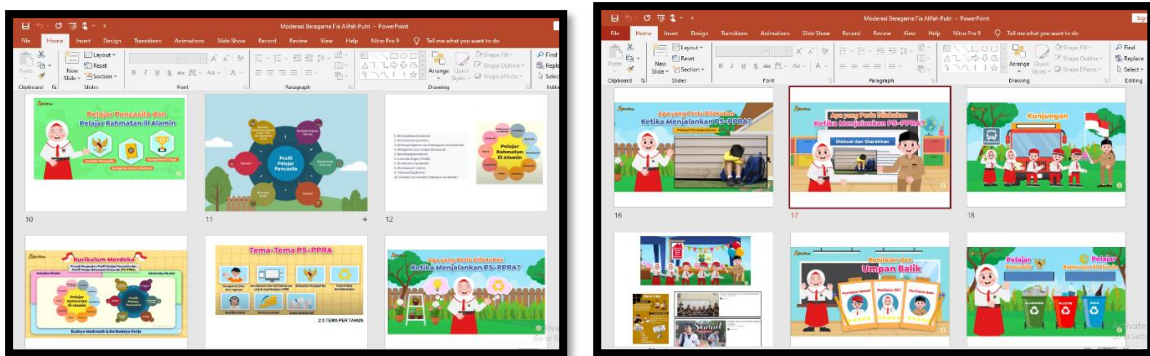


Figure 4. Practice materials tolerance theme “Sustainable Lifestyle”

5. Evaluation

Evaluation together how far the teacher understands material that has been presented and improved ability they in matter tolerance and moderation religious.



Figure 5. Joint Evaluation

6. Action Carry on

Providing teachers with source Power addition like literature and materials reading about tolerance and moderation religious For support the learning process, including:

- a. Books and modules official from the Indonesian Ministry of Religion which contains guide about moderation religion, such as: Moderation Module Religion published by the Directorate General of Islamic Education and guidance for religious teachers in teach moderation religion at school.
- b. Books and modules from Ministry of Education, Culture, Research and Technology such as: related teaching materials implementation Profile Pancasila Students,

which includes values diversity, tolerance and strengthening Characters. Books This load guidelines practical for teachers to to plant mark moderation religious in learning.

- c. Studies and publications academic standard national and also international sourced from research, journals and articles academics that discuss draft moderation religious in Educational context, study case success implementation moderation religion in the environment school.

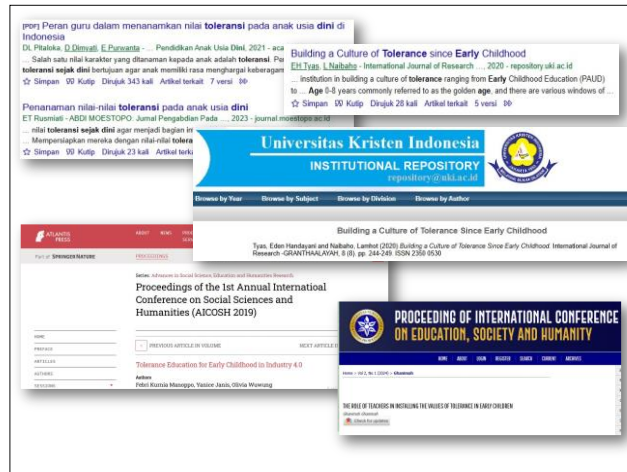


Figure 6. Study materials and publications shared

7. Closing

Give response come back to the teacher about training and providing opportunity for teachers to provide suggestions and input For activity similar in the future.



Figure 7. Provision response back by UIN Sulthan Lecturer Team Thaha Saifuddin Jambi

After the community service program This finished at SDN 28/IV Jambi City, then closed with Photo together. Community service program This No only give benefit direct to school basic, but also strengthens connection between college high and society. With share knowledge and experience, lecturer play a role as agent changes that occur to make smart life nation, started from generation young at the level basis. The result of activity This expected create impact term long in the form of improvement quality education and character more students good. And hope Finally is formation generation tolerant, inclusive and capable young people life peace in the middle diversity, in line with Pancasila values and Rahmatan Education little world.

CONCLUSION

Community service program This No only give benefit direct to school basic, but also strengthens connection between college high and society. With share knowledge and experience, lecturer play a role as agent changes that occur to make smart life nation, started from generation young at the level basis. The result of activity This expected create impact term long in the form of improvement quality education and character more students good. And hope Finally is formation generation tolerant, inclusive and capable young people life peace in the middle diversity, in line with Pancasila values and Rahmatan Education little world.

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